

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2005

School: Canyon View Junior High School District: Emery

Target Group (whole school, entire class): All Ninth Grade Students

Target Group selection is based upon the following data/information/school improvement goal: One of CVJH's desired results for student learning is "Lifelong Learning" and "Helping Students Develop a Plan for Future Success." In discussing Reality Town with the administration and staff, the decision was made to bring the program to CVJH to help students think about the future and evaluate whether the choices they were currently making were laying the foundation for the career and lifestyle they want to pursue because not only do ninth grade credits and grade point average count toward high school graduation, they also impact post-secondary admission and scholarship options which in turn influence career opportunities and future salary.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
All ninth grader students will participate in a reality-based problem-solving exercise to help them (a) better understand the financial responsibilities they will face as adults; (b) increase their desire to learn and practice good money management skills; (c) increase their understanding that academic performance either leads to more or less job options; and (d) become aware of potential salaries for different careers.	Priority #2 as identified by the most recent needs assessment related to "Educational and Career Planning" and "Learning How to Plan for My Future After High School." This is related to the Utah CGP Student Outcome Standards LC:A1 and A2 and LC B1 and B2, One of Canyon View Junior High's desired results for student learning is "Lifelong Learning" and "Helping Students Develop a Plan for Future Success."	Preliminary Activities: <i>My Life Path – Goal Setting Worksheet</i> <i>Career Search Activities</i> <i>Job Applications</i> <i>Personal Resumes</i> <i>Writing Checks and Balancing Checkbooks</i> <i>Reality Town Simulation</i>	Jr. High Counselor Access to Utah Mentor and eChoices Reality Town Program Materials: Community and Staff Volunteers	The effectiveness of the orientation session will be determined by having students complete a survey following (Note: The evaluation results are included in an attachment to this plan.)	December 2004 <i>My Life Path, Career Search, Job Applications</i> January 2005 <i>Personal Resumes Writing Checks and Balancing Checkbooks</i> February 2, 2005 <i>Reality Town</i>	81 Students 100% of All Ninth Graders

Principals Signature

*adapted from the ASCA national Model for School Counseling Programs

6/13/2005
Date

2/2/2005
Date of Staff Presentation

Nancy E. Karpowicz
Prepared By

 ENTERED

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2005

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Canyon View Junior High Intentional Guidance Activities 2004-2005 Results Data

As part of the Reality Town simulation, students participated in discussions with a supervising teacher before and after the simulation activities. The format of the discussions was outlined in the Reality Town supervisor's manual, and students recorded their responses to some of the discussion questions in their student handbooks. The counselor reviewed the handbooks but did not make a formal analysis of student responses although the overall tone of student responses indicated that it was a good learning experience. Community and staff volunteers also provided positive feedback.

In addition to the outlined follow-up discussion groups and activities in student handbooks, a post-simulation survey was conducted to determine if the Reality Town preliminary activities and actual simulation achieved the stated goals of the program. Students were also surveyed to determine the level of satisfaction with the jobs they were assigned during the Reality Town simulation, if the students felt it was a worthwhile activity, and to receive suggestions to improve the activity if it was conducted in the future.

Students were surveyed in their 1st Period classes the day after the Reality Town simulation. Only 58 of 81 surveys were returned. Twelve students were absent that day, and one teacher did not distribute the surveys. The results of the surveys are summarized in two parts: (1) responses from students who were not satisfied with their careers and (2) responses from students who were satisfied with their careers

Out of 58 students, 19 (33%) were not satisfied with the careers they were assigned.

- 7 (37%) students were not satisfied because they could not apply for the career they really wanted because their GPA was too low.
- 10 (53%) students were not satisfied because they did not receive their first choice on their job application because another applicant was more competitive based on experience, quality of the application, and GPA.
- 13 (68%) students were not satisfied because they felt that the career they were assigned did not provide the kind of income they needed to pursue the lifestyle they want.

When asked, "Did your career provide a higher or lower salary than you expected?" The students who were not satisfied with their career gave the following responses:

- 1 (5%) student responded "Higher"
- 3 (16%) students responded "About What I Expected."
- 15 (79%) students responded "Lower."

The students who were not satisfied with their careers rated the Reality Town goals as follows:

Goal #1 Increase students' awareness of the financial responsibilities of adults

- 9 (47.5%) responded "Very Effective"
- 9 (47.5%) responded "Somewhat Effective"
- 1 (5%) gave no response

Goal #2 Increase students' desire to learn and practice good money management skills

- 10 (53%) responded "Very Effective"
- 8 (42%) responded "Somewhat Effective"
- 1 (5%) responded "Not At All Effective"

Goal #3 Increase students understanding that academic performance either leads to more or less job options

- 14 (74%) responded "Very Effective"
- 5 (26%) responded "Somewhat Effective"

When asked if they felt Reality Town is a worthwhile experience for 9th Grade students, students who were not satisfied with their careers responded as follows:

- 14 (74%) said "Yes"
- 5 (26%) said "No"

When asked for suggestions for improvement, six students said they needed to have more time and there needed to be more help at some of the booths. One student felt it would be helpful to work in pairs as a husband and wife. Two students commented that things were too expensive, and one student felt career eligibility should only be based on 9th Grade GPA.

Out of 39 students, (67%) were satisfied with the careers they were assigned.

- 16 (41%) students were satisfied because the career was their first choice on the Reality Town application
- 32 (82%) students were satisfied because they might really be interested in pursuing this career
- 17 (44%) students were satisfied because they felt that the career provided the kind of income they needed to pursue the lifestyle they want.

When asked, "Did your career provide a higher or lower salary than you expected?" The students who were satisfied with their careers gave the following responses:

- 6 (15%) students responded "Higher"
- 19 (49%) students responded "About What I Expected."
- 14 (35%) students responded "Lower."

The students who were satisfied with their careers rated the Reality Town goals as follows:

Goal #1 Increase students' awareness of the financial responsibilities of adults

- 29 (74%) responded "Very Effective"
- 10 (26%) responded "Somewhat Effective"

Goal #2 Increase students' desire to learn and practice good money management skills

- 17 (44%) responded "Very Effective"
- 22 (56%) responded "Somewhat Effective"

Goal #3 Increase students understanding that academic performance either leads to more or less job options

- 27 (69%) responded "Very Effective"
- 12 (31%) responded "Somewhat Effective"

When asked if they felt Reality Town is a worthwhile experience for 9th Grade students, all 39 (100%) students who were satisfied with their careers responded "Yes."

When asked for suggestions for improvement, ten students said they needed to have more time and there needed to be more help at some of the booths. One student thought they needed more options about things they could purchase (cars, houses, etc.). One student thought they needed a thrift store, and one student thought little cardboard buildings would be awesome.

The survey data indicates that regardless of whether students were satisfied with their assigned careers or not, the Reality Town simulation was at least somewhat effective in reaching the stated program goals and that it was a worthwhile activity for 9th Graders. As a result of both informal and formal feedback from students, staff members, and community volunteers, CVJH will once host Reality Town again next year.

Utah CGP Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE by June 15, 2005: may be submitted in other formats but include all information as required below.

School: Canyon View Junior High School

District: Emery

Counselor(s)	Target Group	Curriculum and Materials	Start/End Dates	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: Changes in behavior, grades attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student with this now?
Nancy Karpowitz	All students enrolled in at least one special education class.	Handout: "Tips for Preparing for and Taking Multiple Choice Tests" Copies of UBSCT Practice Language Arts and Math Tests	May 15, 2005	15 100% of all students enrolled in at least one special education class	Pre-test data was available for 12 of the 15 students. No data was available for the 3 transfer students. A summary of pre-test data is included in the attachment. Currently, only informal data is available to determine if the test preparation activities made a difference. A brief summary of informal observations is included in the attachment.	See attachment.	See attachment

Larry A. Davis
Principals Signature

6/13/2005
Date

5/15/2005
Date of Staff Presentation

Nancy E. Karpowitz
Prepared By

*adapted from the ASCA national Model for School Counseling Programs

** Include actual numbers supporting conclusions and attach data examples and documentation

Utah CGP Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2005

School: Canyon View Junior High District: Emery

Target Group: All Students Enrolled in At Least One Special Education Class

Target Group selection is based upon the following data/information/school improvement goal: Because CVJH did not meet AYP as a result of student achievement related to language arts test data of the special education subgroup, all departments in the school were asked implement plans to help address this problem. The counseling department was asked to help special education students on test-taking strategies and general test preparation.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<p>Students will increase their awareness of effective test-taking strategies and the purpose of standardized tests.</p> <p>Students will be better prepared to take their core tests.</p>	<p>Priority #3 as identified by the most recent CVJH needs assessment was "Skills for School Success-Developing Better Study and/or test-taking skills."</p> <p>In addition, improving test-taking skills and scores, especially for the special education subgroup, is a key component of the CVJH AYP Improvement Plan for NCLB</p> <p>This is also related to Utah CGP Student Outcome Standards AL: A2 and A3.</p>	<p>Day 1</p> <ul style="list-style-type: none"> * Discuss UBSCT and how core tests help students evaluate their progress toward developing the skills needed to pass the test. * Discuss general test preparation and taking strategies. <p>Day 2</p> <p>Work through sections of the UBSCT practice language arts test. Discuss reading and test taking strategies.</p> <p>Day 3</p> <p>Work through sections of the UBSCT practice math test. Discuss math formulas and test taking strategies.</p>	<p>Jr. High Counselor</p> <p>Resource Teacher</p> <p>Groups of 3 – 6 Students During their Special Education Class</p> <p>Handout: "Tips for Preparing for and Taking Multiple Choice Tests"</p> <p>Copies of UBSCT Practice Language Arts and Math Tests</p>	<p>All students who participate in the test prep activities will complete a survey evaluating how effective they felt the activities were.</p>	<p>April 2005</p>	<p>15</p> <p>100% of all students enrolled in at least one special education class</p>

Larry A. Davis
Principals Signature

6/13/2005
Date

5/15/2005
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*adapted from the ASCA national Model for School Counseling Programs

Canyon View Junior High School Closing the Gap Action Plan 2004 – 2005 Evaluation Data

Post-Test Student Competency and Results Data

As of yet, no formal post-test data has been collected because test scores will not be sent to the school until after the end of June. Even then, since all students are required to test at grade level this year, a comparison of test results will not produce valid results. However, since only 9 of the 36 test scores were above Level 1: Minimal. If there is an increase in the number of students scoring at Level 2: Partial or higher, that should indicate that test preparation activities had a positive impact.

One of the concerns of the special education teacher was that students just gave up and bubbled in any response last year, so he felt motivation as well as skill affected student test scores. He indicated that he felt students acted as if they were putting forth more effort to try to give a correct response this year because students were taking longer to test and seemed more focused.

Unfortunately, even though there were some test-preparation activities, they were not carried out as planned. Just before the time they were scheduled to begin, the counselor learned that her husband had received a job transfer that required a move out of the area. As a result, the time available for final preparations and to conduct the activities was cut short due time the counselor had to spend away from the school searching for a new job. Instead of being able to spread the activities out over several days and work with students in small groups of 3 to 6 students, the counselor had to conduct two separate sessions with all 15 students on the same day. Each session involved some general test-taking tips and motivational talk. One session focused on language arts and the other focused on math.

Even though the counselor was disappointed that the activities were not conducted as she hoped, one student who had not seemed very interested in the activities came and talked to her after he learned that she would be leaving. He said that he would miss her and that he knew she cared about the students because she had taken time to come and talk to them and try to help them do better on their tests. It was only one student, but it was an encouraging comment at a particularly overwhelming time.

Recommendations for Next Year's Closing the Gap Action Plan

The following recommendations are to improve the test preparation activities conducted by the counselor as part of the Closing the Gap Action Plan for special education students next year. The counselor should meet with special education students the first month of school and talk about the Utah Basic Skills Competency Test (UBSCT) and the need to build foundation skills during the coming year that will help them be prepared to take it when they are sophomores. The counselor can give an abbreviated version of the UBSCT to have additional baseline data besides the core tests. In addition, the counselor should work with the language arts, math, and science teachers to develop some practice tests utilizing the Utah Test Item Pool (UTIPS). If possible, in addition to test preparation activities just before core testing, it would be a good idea to spend two days at the end of each quarter on test taking skills and practice tests. It would also be a good idea to have students retake the abbreviated UBSCT test at the end of the year to see if there was any improvement in their scores.

Canyon View Junior High School Closing the Gap Action Plan 2004 – 2005

Pre-Test Student Competency Data

Pre-test data was available for 12 of the 15 students enrolled in special education.
No data was available for the 3 transfer students.

9th Grade Students

- 1 self-contained student
- 1 student enrolled in both language arts and math
- 1 student enrolled in only math

Language Arts

- 1 student tested at grade level and only scored at Level 1: Minimal.
- 2 students tested 3 grade levels below grade level and only scored at Level 1: Minimal.

Math

- 2 students tested 1 grade level below grade level - 1 student scored at Level 1: Minimal and 1 student scored at Level 2: Partial.
- 1 student tested 3 grade levels below grade level and only scored at Level 1: Minimal.

Science

- 2 students tested at grade level and only scored at Level 1: Minimal.
- 1 student tested 4 grade levels below grade level and only scored at Level 1: Minimal.

8th Grade Students

- 3 self-contained students
- 2 students enrolled in both language arts and math
- 1 student enrolled in only language arts
- 1 student enrolled in only math

Language Arts

- 1 student tested at grade level and scored at Level 2: Partial
- 4 students tested 2 grade levels below grade level. Only 1 scored at Level 3 Level 2: Partial. The other 3 scored at Level 1: Minimal.
- 1 student tested 3 grade levels below grade level and only scored at Level 1: Minimal.

Math

- 1 student tested at grade level and scored at Level 2: Partial
- 1 student tested 1 grade level below grade level and scored at Level 2.
- 4 students tested 2 grade levels below grade level. Only 1 scored at Level 3: Sufficient. Only 1 scored at Level 2: Partial. The other 2 scored at Level 1: Minimal.
- 1 student tested 3 grade levels below grade level and only scored at Level 1: Minimal.

Science

- 3 students tested at grade level and only scored at Level 1: Minimal.
- 2 students tested 2 grade levels below grade level and only scored at Level 1: Minimal.
- 2 students tested 3 grade levels below grade level and only scored at Level 1: Minimal.

7th Grade Students

- 1 student enrolled in only language arts
- 1 student enrolled in only math

Language Arts

- 2 students tested at grade level. and 1 scored at Level 3: Sufficient. The other 1 scored at Level 2: Partial.

Math

- 1 student tested at grade level and scored at Level 2: Partial.

Science

- 2 students tested at grade level. Only 1 scored at Level 2: Partial. The other student scored at Level 1: Minimal.

**Utah CGP-Guidance Activity Action Plan
Large Group 2004-2005**

School: San Rafael Junior High School

District: Emery School District

Target Group: 9th Grade Class

Target Group selection is based on the following data/information/school improvement goal: Students will increase motivation to achieve in 9th grade by exploring the relationship between grades and occupation choices and between occupation and lifestyle.

Intended Student Behavior: Students will have opportunities to problem solve in a reality-based situation as they participate with peers in a Reality Town experience.

Identify the Utah CGP Student outcome or the desired results for student learning: Life Career Development: Students will become aware of self in relation to the world of work by gaining self-knowledge through experience and exploration and understanding self in the world of work. Students will explore the world of work by understanding the relationship between work and society/economy.

Guidance Activity(ies) or Intervention(s): Pre-lessons will be presented on budgeting, GPA, financial planning, checking account use, and employability skills. Students will complete the Reality Town experience. Occupation is based on grades. Students simulate one month of financial existence.

Resources/Staff Development Needed: Reality Town program will be purchased and license shared with Canyon View Junior High School. Counselors from both schools will work together to create materials needed. Administrators, counselors, teachers, and approximately 30 volunteers provided by the PTO will work together for training and the actual event.

Evaluation Method. How will you measure results? Survey student knowledge and attitude toward the world of work. Increase awareness as measured in post assessment.

Start/End Dates: September 2004 to November 2004

Projected # of Students Impacted: 115

Principal's Signature: _____

Date: _____

Prepared by: _____

 **ENTERED**

**Utah CGP-Closing the Gap Results Report
Large Group 2004-2005**

School: San Rafael Junior High School

District: Emery School District

Counselor: Karen Bishop

Target Group: 9th Grade

Curriculum and Materials: Reality Town program purchased and ready for use, signs for businesses provided by TLC class, name tags with occupations, volunteer and teacher thank you gifts.

State Date End Date: September 2004 to November 2004

Process Data: Number of students affected - 115

Perception Data: Student data from previous years has shown that many students do not treat their 9th grade year like it is part of the high school experience and a large number of students fail one or more classes which makes it difficult to complete the required course work to graduate with their class after they move on to the high school. This project is intended to increase awareness of the connection between school and the world of work.

Results Data:

Reality town was held on the morning of the day before Thanksgiving recess. Traditionally, a large number of students miss this part-day of school, but it was the best day for teachers and volunteer participation. Enthusiasm increased as students received their lifestyle and career information prior to the experience and the days were counted down in various locations around the school, so that more than 80% of the students attended and participated when the day arrived. Teachers worked with the counselor to present lessons prior to participation in Reality Town and also presented summary lessons at the conclusion. While not all students were satisfied with their assigned occupations and life-style, most reported in informal surveys following the experience that they learned a great deal about managing their money and their life. Most also reported a desire to achieve in high school and beyond to provide a better life in the future.

Implications:

The program should continue, with more formal assessment of attitudes and results. A pre-assessment would be useful to really measure results.

Principal's Signature: Earl Johnson

Date: 6/15/05

Prepared by: Karen Bishop

**Utah CGP-Closing the Gap Action Plan
Small Group 2004-2005**

School: San Rafael Jr. High School

District: Emery School District

Target Group: Low achieving 7th Grade Students

Target Group selection is based on the following data/information/school improvement goal: Monitor and Encourage Student Improvement

Intended Student Behavior: Increase academic success for low achieving 7th grade students as identified by failing grade or grades at the first quarter mid-term report.

Identify the Utah CGP Student outcome or the desired results for student learning:
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Guidance Activity(ies) or Intervention(s):

1. Provide orientation for students at the beginning of the school year.
2. Provide 7th grade advisory teachers with the booklet "Stepping Up" to read and discuss with students during their advisory period.
3. Enroll all 7th grade students in Reading class and track achievement gains for low achieving students.
4. Schedule individual appointments at mid-term with 7th grade students and parents for any student who receives one or more failing grades at mid-term.
5. Track student success at each reporting period throughout the school year.

Resources/Staff Development Needed: Provide booklets and training to 7th grade advisors. Work with reading teachers to track achievement in reading level.

Evaluation Method. How will you measure results? E.g. "from sample classrooms of tenth grader..."

- Student surveys to measure effectiveness of booklets with all 7th grade students.
- Pre- and post-test reading level of students.
- Parent and student participation in individual conferences with counselor.
- Track number of 7th grade students with failing grades at final quarter report periods.

Start/End Dates: September 1, 2004 to May 27, 2005

Projected # of Students Impacted: 15-20

Principal's Signature: _____

Date: _____

Prepared by: _____



**Utah CGP-Closing the Gap Results Report
Small Group 2004-2005**

School: San Rafael Junior High School

District: Emery School District

Counselor: Karen Bishop

Target Group: Low achieving 7th grade students

Curriculum and Materials: "Stepping Up" booklet for all 7th students

State Date End Date: September 1, 2004 to May 27, 2005

Process Data: Number of students affected: 25

Perception Data: Pre and post-test competency attainment or student data:

Between 11-25 7th grade students received failing grades in the course of the four quarters of the school year. Survey of about half of the 7th grade students showed that about 75% felt that the booklet was helpful in succeeding at junior high. Significant gains were reported for low achieving readers as indicated on the pre and post-test in reading.

Results Data: Fewer students had failing grades fourth quarter than third quarter, but there was not a decrease in the number of student failing from first quarter to fourth quarter. While we had good participation in the orientation at registration time, parent participation in conferences with counselor was not very successful. Students in classes where the advisor read and discussed the booklet with the students reported that it was helpful. Some advisors gave the booklet out, but did not follow through with the students. (See attached reports and survey data.)

Implications: Group strategies, such as the booklet, were successful and have been ordered for the coming school year, but better orientation and training of the advisors – or delivery of the lessons by the counselor – will help the booklets have a greater impact. Continue to work with the reading teachers to track improvements in reading level and encourage low-achieving student to improve their reading skills. Better tracking by the counselor and more frequent meetings with the student and/or parent are necessary to really have an impact on student achievement. Phone calls may be more successful than letters to invite parents to participate in conferences with the counselor.

Principal's Signature: 

Date: 6/15/05

Prepared by: 

Term (M1) Incomplete, Low Achievement List

San Rafael Jr. High Phone: (435) 384-2335

Grade
7

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes				Term GPA
										1	2	3	4	
523-83-9840	67758	Boling, Joshua	7	Pre-Algebra (7-8)	Allred, Yory	F	H	0	3					1.381
			8	Integrated Science (7)	Bishop, Barry	F	N	2	4	6	4			
646-10-7494	67610	Brinkerhoff, Andrew	5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	0					1.904
			7	Language Arts 7	Durrant, Charles	F	H	0	0					
646-09-7434	66221	Byrge, Rachel	8	Language Arts 7	Durrant, Charles	F	H	0	2					2.857
647-10-3113	1987	Frisbie, Melanie	7	Language Arts 7	Durrant, Charles	F	H	0	0					2.381
530-61-0177	1713	Healy, Dustin	8	Language Arts 7	Durrant, Charles	F	H	1	0					2.190
646-09-5637	66673	Hurst, Michael	7	Language Arts 7	Durrant, Charles	F	H	0	11					1.669
646-16-8904	2082	Lofthouse, Brittany	7	Pre-Algebra (7-8)	Allred, Yory	F	S	0	4					1.144
646-10-5310	2091	Mann, Devyn	7	Language Arts 7	Durrant, Charles	F	H	0	2					1.810
- -	1862	Seavers, Michael	8	Math 7	Baantjer, Hans	F	U	6	0					1.620
647-10-6184	68462	Weber, Kristin	8	Language Arts 7	Durrant, Charles	F	H	0	15					2.953
647-12-3477	68668	Wheeler, Kevin	7	Language Arts 7	Durrant, Charles	F	H	0	0					1.764

11 Students in Grade 7

Term (M2) Incomplete, Low Achievement List

San Rafael Jr. High Phone: (435) 384-2335

Grade

7

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes 1 2 3 4	Term GPA
523-83-9840	67758	Boling, Joshua	7	Pre-Algebra (7-8)	Allred, Yory	F	N	0	3		1.000
			8	Integrated Science (7)	Bishop, Barry	F	U	7	3	6 8 7	
646-10-4666	2417	Boyer, Roger	8	Pre-Algebra (7-8)	Allred, Yory	F	S	0	3		2.112
646-10-7494	67610	Brinkerhoff, Andrew	1	Utah Studies	Johansen, Jonnie	F	H	0	1	6 4	1.888
			5	Pre-Algebra (7-8)	Allred, Yory	F	S	0	0		
			7	Language Arts 7	Durrant, Charles	F	H	0	0	6	
252-85-8176	1618	Brown, Jack	7	Language Arts 7	Durrant, Charles	F	H	0	6	6	1.333
			8	Health Education I	Robinson, Kirk	F	H	1	7	6	
646-09-7434	66221	Byrge, Rachel	8	Language Arts 7	Durrant, Charles	F	H	0	2	6	2.443
647-10-5677	1632	Clark, Adam	5	Pre-Algebra (7-8)	Allred, Yory	F	S	0	4		1.833
			8	Language Arts 7	Durrant, Charles	F	H	0	4	6	
511-06-7002	1647	Cooper, CJ / Chasta	7	Language Arts 7	Durrant, Charles	F	H	0	0	6	1.557
524-85-3981	2459	Dudley, Kerri	8	Pre-Algebra (7-8)	Allred, Yory	F	S	0	7		1.778
530-61-0177	1713	Healy, Dustin	5	Pre-Algebra (7-8)	Allred, Yory	F	H	1	4		1.778
			8	Language Arts 7	Durrant, Charles	F	H	0	4	6	
646-09-5637	66673	Hurst, Michael	7	Language Arts 7	Durrant, Charles	F	H	0	4	6	1.835
646-16-8904	2082	Lofthouse, Brittany	1	Secondary Reading	Card, Rose	F	S	0	6		1.667
			7	Language Arts 7	Durrant, Charles	F	H	0	8	6	
- -	1862	Seavers, Michael	4	Language Arts 7	Johansen, Jonnie	F	U	0	4		1.167
647-10-5639	1874	Sorensen, Natalee	7	Pre-Algebra (7-8)	Allred, Yory	F	S	0	4		2.333
647-12-3477	68668	Wheeler, Kevin	7	Language Arts 7	Durrant, Charles	F	H	0	4	6	1.335
606-48-7922	68081	Williams, Ashley	8	Language Arts 7	Durrant, Charles	F	H	0	9	6	1.667

15 Students in Grade 7

Term (M3) Incomplete, Low Achievement List

San Rafael Jr. High Phone: (435) 384-2335

Grade

7

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes 1 2 3 4	Term GPA
646-09-8030	1575	Adam, Kaylynn	3	Utah Studies	Johansen, Jonnie	F	H	0	0		2.000
523-83-9840	67758	Boling, Joshua	5	Band I - Woodwind	Carbine, Eldon	F	S	0	3		1.286
			7	Pre-Algebra (7-8)	Allred, Yory	F	S	1	3		
			8	Health Education I	Robinson, Kirk	F	S	1	4	6	
- -	2415	Bolotas, Rikko	5	Band I - Woodwind	Carbine, Eldon	F	S	0	7		2.429
646-10-4666	2417	Boyer, Roger	7	Integrated Science (7)	Bishop, Barry	F	S	0	8	6 4	1.476
			8	Pre-Algebra (7-8)	Allred, Yory	F	S	0	8		
646-10-7494	67610	Brinkerhoff, Andrew	5	Pre-Algebra (7-8)	Allred, Yory	F	S	0	1		1.716
			7	Language Arts 7	Durrant, Charles	F	H	0	1		
252-85-8176	1618	Brown, Jack	1	Secondary Reading	Card, Rose	F	S	2	3		1.096
			7	Language Arts 7	Durrant, Charles	F	H	0	2		
647-10-5677	1632	Clark, Adam	5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	8		2.049
511-06-7002	1647	Cooper, CJ / Chasta	5	Band I - Woodwind	Carbine, Eldon	F	S	0	1		2.000
647-10-2870	1651	Cunningham, Kobrettie	5	Band I - Woodwind	Carbine, Eldon	F	H	0	11		2.477
646-16-6048	1961	Curtis, Tineka	5	Band I - Woodwind	Carbine, Eldon	F	S	0	3		2.667
646-10-6462	2448	Davis, Kyle	4	Band I - Brass	Carbine, Eldon	F	S	0	5		1.716
			5	Math 7	Baantjer, Hans	F	S	0	5		
647-10-3113	1987	Frisbie, Melanie	5	Pre-Algebra (7-8)	Allred, Yory	F	S	0	3		1.429
			7	Language Arts 7	Durrant, Charles	F	H	0	4		
530-61-0177	1713	Healy, Dustin	4	Band I - Brass	Carbine, Eldon	F	H	0	4		2.526
646-10-1368	2022	Horton, Garrett	1	Secondary Reading	Card, Rose	F	N	0	7		1.334
646-09-5637	66673	Hurst, Michael	4	Band I - Brass	Carbine, Eldon	F	S	0	12		1.667
			5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	12		
			7	Language Arts 7	Durrant, Charles	F	H	0	12		
646-10-5310	2091	Mann, Devyn	4	Band I - Brass	Carbine, Eldon	F	S	0	6		2.381
646-10-5074	1808	Nelson, Johnathon	2	Technology, Life and	Co-ba-wi, Creig	F	S	1	4		1.193
--	67273	Preston, Nathan	5	Band I - Woodwind	Carbine, Eldon	F	S	0	11		2.191
- -	1862	Seavers, Michael	1	Secondary Reading	Card, Rose	F	N	3	4		1.141

Term (M3) Incomplete, Low Achievement List

San Rafael Jr. High Phone: (435) 384-2335

Grade
7

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes 1 2 3 4	Term GPA
- -	1862	Seavers, Michael	5	Math 7	Baantjer, Hans	F	N	0	4		1.141
			7	Health Education I	Robinson, Kirk	F	U	1	5	6	
			8	Language Arts 7	Durrant, Charles	F	H	1	6		
647-10-5639	1874	Sorensen, Natalee	7	Pre-Algebra (7-8)	Allred, Yory	F	S	0	7		2.714
422-39-7719	66924	Stinson, Jennifer	4	Band I - Brass	Carbine, Eldon	F	S	0	4		2.904
647-12-0116	2166	Thornton, Mackenzie	5	Band I - Woodwind	Carbine, Eldon	F	S	0	6		1.286
			8	Pre-Algebra (7-8)	Allred, Yory	F	H	0	9		
647-12-3477	68668	Wheeler, Kevin	7	Language Arts 7	Durrant, Charles	F	H	0	4		1.761
647-12-3478	68671	Wheeler, Kyle	4	Band I - Brass	Carbine, Eldon	F	S	0	5		1.239
			5	Math 7	Baantjer, Hans	F	N	1	6		
606-48-7922	68081	Williams, Ashley	8	Language Arts 7	Durrant, Charles	F	H	0	9		2.430

25 Students in Grade 7

Term (M4) Incomplete, Low Achievement List

San Rafael Jr. High Phone: (435) 384-2335

Grade
7

SSN	Student Number	Student Name	Period	Course	Teacher	Mark	Citz	Trdy	Absn	Improvement Codes 1 2 3 4	Term GPA
646-09-8030	1575	Adam, Kaylynn	1	Physical Education (K-12)	Robinson, Kirk	F	H	0	4		2.286
			5	Math 7	Baantjer, Hans	F	N	0	4		
647-07-7308	1579	Anderson, Andrea	7	Pre-Algebra (7-8)	Allred, Yory	F	H	0	12		2.381
523-83-9840	67758	Boling, Joshua	7	Pre-Algebra (7-8)	Allred, Yory	F	U	1	5		1.953
			8	Health Education I	Robinson, Kirk	F	N	3	5		
646-10-4666	2417	Boyer, Roger	8	Pre-Algebra (7-8)	Allred, Yory	F	S	0	10		1.380
646-10-7494	67610	Brinkerhoff, Andrew	5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	2		2.524
252-85-8176	1618	Brown, Jack	1	Secondary Reading	Card, Rose	F	N	3	6		1.573
			8	Integrated Science (7)	Bishop, Barry	F	U	0	5		
646-09-7434	66221	Byrge, Rachel	7	Integrated Science (7)	Bishop, Barry	F	S	0	3	6 4	2.666
646-10-6462	2448	Davis, Kyle	5	Math 7	Baantjer, Hans	F	S	0	5		2.239
524-85-3981	2459	Dudley, Kerri	8	Pre-Algebra (7-8)	Allred, Yory	F	H	0	10		2.286
647-10-3113	1987	Frisbie, Melanie	5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	4		2.000
646-10-1368	2022	Horton, Garrett	8	Integrated Science (7)	Bishop, Barry	F	U	2	5		1.381
646-09-5637	66673	Hurst, Michael	4	Band I - Brass	Carbine, Eldon	F	S	0	12		1.619
			5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	13		
646-10-5310	2091	Mann, Devyn	5	Math 7	Baantjer, Hans	F	S	0	6		2.287
525-99-3188	66588	Marcus, Duke	3	Arts Foundations I	Yates, Brandy	F	U	0	3		1.429
			5	Math 7	Baantjer, Hans	F	S	0	3		
			8	Health Education I	Robinson, Kirk	F	S	1	5		
647-07-7021	2597	Rudd, Laney	7	Pre-Algebra (7-8)	Allred, Yory	F	H	0	9		2.429
- -	1862	Seavers, Michael	1	Secondary Reading	Card, Rose	F	N	3	9		1.096
			7	Health Education I	Robinson, Kirk	F	S	1	5		
			8	Language Arts 7	Durrant, Charles	F	H	0	5		
647-12-3478	68671	Wheeler, Kyle	5	Math 7	Baantjer, Hans	F	S	0	8		2.524
			7	Health Education I	Robinson, Kirk	F	S	2	7		
606-48-7922	68081	Williams, Ashley	5	Pre-Algebra (7-8)	Allred, Yory	F	H	0	12		2.570

18 Students in Grade 7

**Stepping Up – How to Survive Middle School or Junior High
7th Grade Survey**

1. Do you remember the book? Yes No
2. Did your advisor: (circle the letter for all that apply)
 - a. give you the book to read yourself?
 - b. read the book with you?
 - c. review and discuss what you read?
 - d. require you to answer the questions?
 - e. discuss your answers as a class?
3. Did you think the book was helpful? Yes No A little

Write one idea you got from the book that has helped you in school this year.

**Stepping Up – How to Survive Middle School or Junior High
7th Grade Survey**

1. Do you remember the book? Yes-35 No-12
2. Did your advisor: (circle the letter for all that apply)
 - a. give you the book to read yourself? 23
 - b. read the book with you? 25
 - c. review and discuss what you read? 10
 - d. require you to answer the questions? 10
 - e. discuss your answers as a class? 6
3. Did you think the book was helpful? Yes-6 No-14 A little-27

Write one idea you got from the book that has helped you in school this year.

Don't pick fights with people and don't do drugs.
That I should learn to accept myself.
Smoking to not do it. It helped me a lot.
Don't get behind with school work! It is harder to catch up from behind.
How to handle bullies.
Don't go to parties without an adult.
Don't do anything to get in trouble.
Don't pick fights with other people.
Study hard.
Keep trying and don't give up no matter what.
Don't give up.
Not to give up. Keep trying.
To not chose wrong choices. Choose right choices.
To not do bad things that will get you into trouble someday.
I stayed away from drugs.
Don't give up.
Don't listen to what other people say.
Making new friends by talking to them, showing them where to go and how to do stuff.
Don't listen to what other people say and know who your real friends are.
To feel good about yourself.
To be myself.
Make new friends and be kinder to others.
That junior high is harder than elementary.
Not to do bad stuff. I did like the book.
To keep trying.
To stay healthy and to set goals.
Hang in there.
Not to fall for peer pressure.
No drugs.

Negative comments:

I did not read it.

I didn't read it because he never told us to start it.

Nothing because we didn't read it in our advisory class.

Nothing. I did not read it. Not worth it.

I didn't read it.

I don't remember anything in this book.

Don't remember it very well.

No idea help me in school or anything else.

Nothing.

The book did not help me at all.

Nothing because we didn't read it in our advisory class.

Don't know. We didn't read it.

Don't remember.

- Growth Report -
 San Rafael Junior High School
 Ferron, UT US

Grade: 7
 Teacher: Teacher, Srjh 7
 Section:

Pretest Dates: 8/20/04 to 5/30/05
 Posttest Dates: 8/20/04 to 5/30/05
 Sorted By: Student Name

Student Name	Grade	Teacher	Section	Test Date	IRL	GE	PR	NCE
- Anderson, Andr	7	Teacher, Sr		09/15/04	5	5.3	21	33.0
				01/05/05	6	6.2	30	39.0
Baantjer, Nata	7	Teacher, Sr		01/24/05	7	7.5	52	51.1
				04/22/05	7	7.1	41	45.2
- Bergeman, Jess	7	Teacher, Sr		01/24/05	5	5.5	21	33.0
				04/22/05	5	6.5	31	39.6
Boling, Joshua	7	Teacher, Sr		09/15/04	7	7.4	59	54.8
				01/05/05	Ind	2.9	3	10.4
Bolotas, Rikko	7	Teacher, Sr		01/24/05	4	5.6	21	33.0
				04/22/05	6	6.5	33	40.7
- Brinkerhoff, A	7	Teacher, Sr		01/24/05	6	5.6	21	33.0
				04/22/05	6	6.8	37	43.0
- Byrge, Rachel	7	Teacher, Sr		01/24/05	3	3.7	6	17.3
				04/22/05	5	6.4	30	39.0
Clark, Adam	7	Teacher, Sr		01/24/05	8	7.6	54	52.1
				04/22/05	6	7.0	39	44.1
C. oy, Jonatha	7	Teacher, Sr		09/15/04	9	7.8	66	58.7
				01/05/05	9	12.7	90	77.0
Cox, Kara	7	Teacher, Sr		01/24/05	5	6.1	29	38.3
				04/22/05	6	6.6	33	40.7
Cox, Tyler	7	Teacher, Sr		09/15/04	5	5.3	21	33.0
				01/05/05	6	6.3	33	40.7
Cunningham, Ko	7	Teacher, Sr		09/15/04	5	5.1	18	30.7
				01/05/05	5	6.0	29	38.3
Davis, Kyle	7	Teacher, Sr		09/15/04	8	7.8	66	58.7
				01/05/05	8	8.1	62	56.4
Fitzgerald, As	7	Teacher, Sr		09/15/04	5	4.8	15	28.2
				01/05/05	1	2.3	2	6.7
Freeman, Cole	7	Teacher, Sr		09/15/04	8	8.1	68	59.9
				01/05/05	6	7.4	52	51.1
Frisbie, Melan	7	Teacher, Sr		01/24/05	6	5.9	27	37.1
				04/22/05	4	5.0	14	27.2
Goslin, Kyler	7	Teacher, Sr		01/24/05	8	7.0	44	46.8
				04/22/05	7	8.1	55	52.6
Hansen, Cory	7	Teacher, Sr		01/24/05	8	8.1	61	55.9
				04/22/05	9	7.9	53	51.6
Huntsman, Lare	7	Teacher, Sr		01/24/05	9	9.2	71	61.7
				04/22/05	10	12.0	83	70.1
- Justice, Andre	7	Teacher, Sr		09/15/04	6	6.9	49	49.5
				01/05/05	6	7.9	59	54.8
L. on, Dallin	7	Teacher, Sr		09/15/04	12	13 +	99	99.0
				01/05/05	PHS	13 +	99	99.0
Luke, Malinda	7	Teacher, Sr		01/24/05	11	10.3	82	69.3

- Growth Report -
 San Rafael Junior High School
 Ferron, UT US

			04/22/05	11	12.8	85	71.8
Magnuson, Leis	7	Teacher, Sr	09/15/04	7	7.2	54	52.1
			01/05/05	9	11.9	88	74.7
-Malan, Jesse	7	Teacher, Sr	09/15/04	6	6.4	40	44.7
			01/05/05	7	8.4	65	58.1
Mangum, Ethan	7	Teacher, Sr	09/15/04	4	4.6	13	26.3
			01/05/05	6	7.5	53	51.6
-Mangum, Willia	7	Teacher, Sr	01/24/05	8	7.5	53	51.6
			04/22/05	8	8.8	62	56.4
-Mills, Brittan	7	Teacher, Sr	09/15/04	8	7.5	61	55.9
			01/05/05	11	9.7	79	67.0
Noyes, Jeffrey	7	Teacher, Sr	01/24/05	12	13 +	96	86.9
			04/22/05	11	13 +	91	78.2
Patton, Chelse	7	Teacher, Sr	01/24/05	7	9.4	74	63.5
			04/22/05	12	12.9	86	72.8
Phillips, Cami	7	Teacher, Sr	09/15/04	5	5.9	31	39.6
			01/05/05	6	6.0	28	37.7
Preston, Natha	7	Teacher, Sr	09/15/04	4	4.7	14	27.2
			01/05/05	4	4.0	8	20.4
Price, Andrea	7	Teacher, Sr	01/24/05	5	6.2	31	39.6
			04/22/05	5	5.4	17	29.9
Singleton, Tre	7	Teacher, Sr	09/15/04	6	6.7	46	47.9
			01/05/05	7	7.5	53	51.6
-S. ensen, Nata	7	Teacher, Sr	01/24/05	3	3.1	4	13.1
			04/22/05	7	7.5	48	48.9
Tomsich, Micha	7	Teacher, Sr	09/15/04	5	5.3	21	33.0
			01/05/05	PP	0.5	1	1.0
Tuttle, Tiffan	7	Teacher, Sr	09/15/04	6	6.7	46	47.9
			01/05/05	9	10.6	84	70.9
Urie, Karla	7	Teacher, Sr	01/24/05	8	7.8	58	54.2
			04/22/05	10	9.7	74	63.5
-Vasquez, Schyl	7	Teacher, Sr	09/15/04	4	4.2	10	23.0
			01/05/05	5	5.4	20	32.3
Williams, Ashl	7	Teacher, Sr	09/15/04	10	8.7	75	64.2
			01/05/05	7	6.5	37	43.0

Growth Summary		Grade Placement	Scaled Score	IRL	GE	PR	NCE
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39 Students	Pretest Mean	7.24	752	6.6	6.8	43	46.3
	Posttest Mean	7.58	812	7.0	7.3	47	48.6
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	Change	0.34	60	0.4	0.5	4	2.3